



2014-15 Unbridled Learning Accountability System Reminders

The Unbridled Learning Assessment and Accountability Model was designed to have a more balanced approach to determining school success. In other words, rather than just using a single achievement score of proficiency, the model incorporates a variety of components. For 2014-15, the accountability components are comprised of Next-Generation Learners (77%) and Next-Generation Instructional Programs and Support (Program Reviews) (23%).

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Next-Generation Learners

(Unbridled Learning Accountability Model, 6/26/2012)

Next-Generation Learners has five performance measures: Achievement, Gap, Growth, Readiness for College/Career and Graduation Rate.

- **Achievement**—Student performance [Novice, Apprentice, Proficient and Distinguished (NAPD)] content area tests (reading, mathematics, science, social studies, and writing).

For each content area, one point is awarded for each percent of students scoring proficient or distinguished. One-half point is awarded for each percent of students scoring apprentice. No points are awarded for novice students.

Distinguished students can earn a bonus. To calculate the bonus, each percent distinguished earns an additional one-half point, and the percent novice earns a negative one-half point, so that when the distinguished and novice values are combined, the novice points may offset the distinguished bonus. If the novice performance completely offsets the distinguished bonus, no points are added to or subtracted from the achievement calculation.

Science in accountability is limited to high school level (EOC Biology) to allow for implementation of revised standards and assessment.

- **Gap**—Non-duplicated gap group is the percentage scoring Proficient and Distinguished in all content area tests. Non-duplicated gap group is aggregate of students in demographic categories (African American, Hispanic, American Indian, Limited English proficiency, students in poverty (free/reduced-price lunch) and students with disabilities.

The N-count (number of students reported) is based on school population by level (elementary, middle, high), not grade-by-grade enrollment, causing almost every school in Kentucky to have a focus on gap groups.

- **Growth**—The growth calculation uses a student growth percentile measured in reading and mathematics. Points are awarded for a percentage of students growing at typical or high growth. The student growth percentile places students into academic peer groups and then calculates their improvement over a one-year period compared to the academic peer group. Typical growth for accountability is a student growth percentile at or above 40.
- **Readiness**—

High School—College and career measures of evidence are reported at high school. A readiness percentage is calculated by dividing the number of high school graduates who have successfully met an indicator of readiness for college/career with the total number of graduates. The indicators of

readiness include student performance on the ACT, completion of college placement tests or attainment of career academic and technical benchmarks.

| College/Career Readiness Rate | | | | |
|--|---|---|---|---|
| College Ready: Must meet benchmarks on one of the following: | | Career Ready: Must meet benchmarks for one requirement in Career Academic area and must meet one requirement in Career Technical area | | Bonus: College AND Career Ready must meet at least one from each area |
| College Ready | Career Ready Academic | Career Ready Technical | College Ready Academic | Career Ready Technical |
| ACT | Armed Services Vocational Aptitude Battery (ASVAB) | Kentucky Occupational Skills Standards Assessment (KOSSA) | ACT or COMPASS or KYOTE | KOSSA |
| COMPASS | ACT Work Keys (Applied Math, Locating information, and Reading for Information) | Industry Certificates | NOTES: (1) By meeting the College Ready Academic definition, the student does not have to take the additional tests of ASVAB or Work Keys for the bonus area. (2) For accountability purposes, the bonus shall not allow the readiness percentage to exceed 100 percent. | Industry Certificates |
| KYOTE | | | | |

Notes: 1. The Bonus (.5) is earned by students that are College Ready Academic and have meet the Career Ready Technical. 2. The student may NOT be Career Ready Academic. 3. In the CCR spreadsheet, see the "Met Bonus" column. You cannot add College and Career columns to see the bonus.

Alternate Assessment—Students enrolled in the Alternate Assessment complete the Transition Attainment Record (TAR) at grade 11 to demonstrate readiness. Any student meeting benchmark in both reading (19) and mathematics (16) will receive credit for readiness and counted in the school/district CCR counts.

Middle School—Readiness is based on student performance on the ACT Explore administered at grade 8. The percent of students meeting the ACT-established benchmarks for ACT Explore in reading (15), English (13) and mathematics (17) will be reported. The percent of students meeting the benchmark in each content area is averaged to generate a middle school college readiness percentage.

Graduation Rate—The Cohort Graduation Rate provides an accurate graduation model that follows students from their first year in high school through their expected cohort graduation school year.

Main Content

The “five-year adjusted cohort graduation rate” is defined as the number of students who graduate in five years with a regular high school diploma divided by the number of students who entered high school five years earlier adjusting for transfers in and out, émigrés and deceased students (20% of high school Next-Generation Learners).

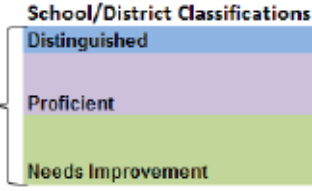
Weights of Next-Generation Learners

| Grade Range | Achievement | Gap | Growth | College/Career Readiness | Graduation Rate | Total |
|-------------|-------------|-----|--------|--------------------------|-----------------|-------|
| Elementary | 30 | 30 | 40 | N/A | N/A | 100 |
| Middle | 28 | 28 | 28 | 16 | N/A | 100 |
| High | 20 | 20 | 20 | 20 | 20 | 100 |

Overall Score Reporting for Next-Generation Learners

The high school example below displays scores for each category of Next-Generation Learners. The Kentucky Board of Education approved that students enrolled for a full academic year (100 instructional days) shall be included in the calculations for Achievement, Gap, Individual Student Growth and Readiness for College or Career for a school and district. For Graduation Rate, students enrolled and students earning diplomas shall be included in the calculations.

Weights for high school are equally distributed at 20 percent each for Achievement, Gap, Growth, College/Career Readiness and Graduation Rate.

| Kentucky High School Sample | | | School/District Classifications | |
|--|-----------|-----------------------|---|--|
| | Raw Score | School Weighted Score | | |
| Achievement Points Earned | 67.5 | 13.5 |  | |
| Gap (Percent Proficient and Distinguished) | 39% | 7.8 | | |
| Growth (Percent Typical or Higher) | 49.50% | 9.9 | | |
| College/Career Readiness (Percent of Students Ready) | 38% | 7.6 | | |
| Graduation Rate | 83% | 16.6 | | |
| Total | N/A | 55.4 | | |

A standard-setting process used percentiles to establish the goals and cut scores or point totals that determine school and district placement in one of three classifications (Distinguished, Proficient or Needs Improvement).

Next-Generation Instructional Programs and Support (Program Reviews)

Calculating Program Review Scores Individually by Subject

1. All Program Reviews have four Standards:
 - Curriculum/Instruction
 - Formative/Summative Assessment
 - Professional Development
 - Administrative Support

2. Each Standard has various Demonstrators. Demonstrators vary in number:
Example: AH – Standard of Curriculum/Instruction contains (1) Student Access, (2) Aligned/Rigorous Curriculum, (3) Instructional Strategies, and (4) Student Performance
3. Each Demonstrator has various Characteristics:
 - a. Example: AH/Curriculum/Instruction/Student Access has 4 Characteristics
 - b. Example: AH/Curriculum/Instruction/Instructional Strategies has 6 Characteristics
4. Program Review Rubrics may be scored as:
 - a. Not Present–No Evidence 0 Points
 - b. Needs Improvement 1 Point
 - c. Proficient 2 Points
 - d. Distinguished 3 Points
5. All Standards are to maintain equal emphasis or equal weight:
Example: A middle/high school rated as Proficient on all Characteristics within a Standard for the initial three Program Reviews (Arts & Humanities, Practical Living/Vocational Studies and Writing), would have an average score of 2.0 for the Standard. There are four uniform Standards; therefore, the total score for the four averages added together would be 8.0 points. The scale ranges from 0 – 12. The Proficient cut is 8.

A school scoring 8 total points after adding the four averages falls into the Proficient zone. On the 12 point scale an 8 equals Proficient; a 10.8 equals Distinguished.

Method for Calculating Program Review Scores Collectively

The Unbridled Learning Assessment and Accountability Model requires that all Program Reviews be compiled into one final score.

Using the logic of the Program Review for obtaining an individual score (see above) first calculate the scores described in the section above. This would provide each Program Review with a score from 0–12 and a label (Needs Improvement, Proficient or Distinguished). Next, add the three Program Reviews scores to create a joint scale that runs from 0–36 (possible 12 points for each Program Reviews X 3 Program Reviews would equal 36). As more Program Reviews are added to accountability the scale range changes.

Program Reviews need to be turned into a scale of 100. The conversion would be to take the total points on the scale of 0-36 and divide the points by 24, with 24 as the logical score point for Proficient which is the goal of the program.

Example: School A has 24 points on the scale=100 points (24 divided by 24)
 School B has 20 points of the scale=83 points (20 divided by 24)

School C has 15 points on the scale=62.5 points (15 divided by 24)
School D has 12 points on the scale=50 points (12 divided by 24)
(Note: Any school above 24 points receives the full 100 points)

As more Program Reviews are added the scale would change from 0-36 with 24 (8X3) as Proficient to 0-48 with 32 (8X4) as Proficient, 0-60 with 40 (8X5) as Proficient, etc.

Final Calculation of Combining Next-Generation Learners and Program Reviews

Next-Generation Learners and Program Reviews are mixed into a final single score. The weights are: 1. 77% for Next-Generation Learners, and 2. 23% for Program Reviews.

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The last step would be to add the Next-Generation Learners (Overall Score x 77%) to the Program Review Converted score.

Example:
School B: Next-Generation Learners Overall Score 55.4 x 77% =42.7
 Program Review Converted Score 83 x 23% =19.1
 Total Combined Score NGL and PR 61.8

Annual Measurable Objective (AMO)

The Overall Score is the number used to compute the AMO. Each school/district has one AMO goal: improvement of the Overall Score. Adequate Yearly Progress (AYP) is defined as making the AMO.

The goal of the AMO is set in the following manner: For each level (elementary, middle and high), the Overall Score for all schools/districts will be averaged, and a standard deviation is computed. For schools below the Proficient cut point, the annual AMO goal requires an increase of the school/district Overall Score by 1.0.

For schools above the Proficient cut point, the annual AMO goal requires an increase of the school/district Overall Score by 0.5.

Setting New Baseline and AMO Goals

Comparing "Apples to Apples"

In March 2015, the Office of Assessment and Accountability (OAA) removed science from elementary and middle school scores from the 2013-14 Next-Generation Learners and added K-3 to the elementary Program Reviews (i.e., Arts and Humanities, Practical Living/Career Studies, Writing, and K-3, where appropriate) to create a new 2013-14 baseline of Combined Overall Scores and 2014-15 AMO goals.

By adding and subtracting these components, the Overall Scores, AMO targets and the percentile distribution did change.

The 2015 locked cut scores were set after adjusting the Next-Generation Learners and Program Reviews and using the percentile cuts (i.e., 70th percentile = Proficient).

The baseline scores set in the March 2015, using the 2013-14 data, reset all schools to a normal distribution; however, the cut scores are locked at that point. Any gains made in the 2014-15 school year will potentially allow all schools to reach the proficient or distinguished cut score.

2015 Cut Scores

| Unbridled Learning: College and/or Career-Ready for All | | | | |
|--|-------------------------------|-------------------|----------------------------------|--|
| 2015 Locked Overall Accountability Cut Scores | | | | |
| Type | Level | Proficient | Distinguished¹ | School of Distinction² |
| School | Elementary (ES) Overall Score | 67.2 | 72.8 | 76 |
| School | Middle (MS) Overall Score | 65.8 | 70.2 | 72.5 |
| School | High (HS) Overall Score | 70.2 | 75.4 | 77.7 |
| District | District (AL) Overall Score | 66.2 | 70.5 | 71.9 |

¹A Distinguished School/District can also be considered High Performing, but must also meet its current year AMO, student participation rate and the graduation rate must be above 60. In addition, the school/district cannot be labeled as Priority or Focus.

²A School/District of Distinction must also meet its current year AMO, student participation rate and the graduation rate must be above 60. In addition, the school/district cannot be labeled as Priority or Focus.

Rewards and Assistance Categories

- **School/District of Distinction** scores from the 95th to 99th percentile, has met its current year AMO, student participation rate, graduation rate goal and the graduation rate is above 60 for the prior two years. In addition, districts cannot have a school labeled as Priority or Focus.

- **High Performing School/District** scores from the 90th to the 94th percentile in the state, has met its current year AMO, meets student participation rate, graduation rate goal and the graduation rate is above 60 for the prior two years. In addition, districts cannot have a school labeled as Priority or Focus.

- **High Progress School/District** has met its current year AMO, student participation rate and graduation rate goal and has a graduation rate above 60 for the prior two years and has an improvement score indicating the school/district is in the top 10 percent of improvement.

Focus Schools or Districts

Entering Focus Schools or Districts:

1. Schools that have a non-duplicated student gap group score in the bottom 10 percent of non-duplicated student gap group scores for all elementary, middle and high schools.
2. Schools with an individual student subgroup within assessment grades by level with a score in the third deviation below the state average for all students.
3. High schools that have a graduation rate that has been less than 60 percent for two consecutive years.

4. Districts that have a non-duplicated student gap group score in the bottom 10 percent of non-duplicated student gap group scores for all districts.

Exiting Focus Schools or Districts:

To exit the focus status, the requirements below shall be met.

- (a) A focus school in the non-duplicated student gap group category shall:
 1. Be above the lowest ten percent category;
 2. Show improvement; and
 3. Meet AMO for two years in a row.
- (b) A focus school in the third standard deviation category shall have the individual subgroup that triggered the school's placement in the category to:
 1. Rise above the third standard deviation cut score;
 2. Show improvement; and
 3. Meet AMO for two years in a row.
- (c) A focus school in the category due to graduation rate shall:
 1. Have a graduation rate higher than seventy percent; and
 2. Meet AMO for two years in a row.
- (d) A focus district in the non-duplicated student gap group category shall be above the lowest ten percent category.

Priority Schools or Districts

There are continuing consequences for schools and districts that remain in priority or focus status for more than one year.

1. To exit the priority status, the school or district shall:
 - (a) Meet AMO goals for three consecutive years;
 - (b) No longer be identified by the applicable percent calculation of being in the lowest five percent; and
 - (c) Score at or above a seventy percent graduation rate for three consecutive years.
2. (a) A school or district that is identified as a priority school or district for two or more consecutive times, or a school or district that remains in the focus school or district category for three consecutive years, shall revise its Comprehensive School Improvement Plan (CSIP) or Comprehensive District Improvement Plan (CDIP) as specified in Section 9 of this administrative regulation (703 KAR 5:225) within ninety days of receiving notice from the Commissioner of Education.
 - (b) The superintendent and the council shall review, revise and agree upon the CSIP.
 - (c) The CSIP or CDIP shall be posted to the appropriate school or district Web site.
3. (a) In addition to the requirements of this section, a priority school or district that is identified for three or more consecutive times, or a focus school or district that is identified for four or more consecutive years, shall revise its CSIP or CDIP as specified in Section 9 of this administrative regulation (703 KAR 5:225).
 - (b) The superintendent and the council shall review, revise, and agree upon the CSIP, which shall then be electronically transmitted to the Kentucky Department of

Education (KDE) within ninety days of receiving notice from the Commissioner of Education.

(c) The CSIP or CDIP shall be posted to the appropriate school or district Web site.

(d) The school or district shall engage in the following actions:

1. Participate in a set of improvement strategies outlined by an accreditation process;
2. If directed by the department, receive the assignment of a high-achieving partner school or district of similar demographics for mentor activities as directed by the department; and
3. Accept ongoing assistance and resources throughout the year as assigned or approved by the department.

Federal Suppression Rules - Individual Student Data

The United States Department of Education (USED) has directed KDE to adjust the School Report Card (SRC) in order to report all N-counts (number of students), but suppress data that might inadvertently release an individual student score to the public.

This year's SRC will show all N-counts, but may have to suppress the Novice, Apprentice, Proficient and Distinguished (NAPD) distributions (i.e., percentages) associated with some scores. Suppressed data will be indicated with an asterisk (*) after the N-count (for example, 3*).

Alternate Assessment 1% Cap on Proficiency

The United States Department of Education (USED) requires that the reporting of proficient or higher scores in reading and mathematics for Alternate Assessment students be restricted to one percent or less of the district's population of accountable students.

Gap and Proficiency Delivery Targets

The Gap and Proficiency Delivery Targets for the 2014-2015 through the 2018-2019 school years have changed. They were rebaselined due to action taken by the Kentucky Board of Education at its December 2014 [meeting](#). The original trajectories for these goals were calculated after the first year of KPREP testing. Now that there are three years of KPREP testing data available, a more accurate baseline has been calculated. This has allowed the Kentucky Department of Education to set more accurate delivery goals for the state, districts and schools.

The new baselines were set by taking an average of the proficiency rates for the 2011-2012, 2012-2013, and 2013-2014 school years. The delivery goals were calculated by taking the average of the proficiency rates of the 2011-2012, 2012-2013, and 2013-2014 school years and subtracting it from 100 then dividing by 2 and adding it back to the baseline. The difference between the school/district's baseline and five year goal is then divided by five to give the incremental gains needed to meet the five year delivery goal.